**Suggested alignment of *ESL scales*, *EAL/D Learning Progression* and the *Literacy Continuum K - 10*:**

**Years F - 2**

The ESL scales provide a detailed description of English language progression for learners with English as an Additional Language/Dialect (EAL/D). In the NSW English K–10 Syllabus, the subject content has been mapped to the ESL scales to support teachers of EAL/D learners. Teachers are able to use the ESL scales in conjunction with the syllabus to address the needs of EAL students and to assist them to access English curriculum outcomes and content.

Teachers are now also able to locate their learners on the *EAL/D Learning Progression,* a resource designed by the Australian Curriculum Assessment and Reporting Authority (ACARA). Originally created to assist non-specialists to identify the English language levels of their EAL/D students, it has also been adopted by NSW DEC as a way of identifying EAL/D needs for resource allocation at the school level across NSW.

In order to assist all teachers to identify EAL/D students’ language needs as efficiently as possible, an alignment between these two documents has been developed. This will provide an **approximate** guide to the relationship between the *ESL scales* and the *EAL/D Learning Progression*, taking into consideration that the *scales* provide much more detail and operate over seven or eight levels, as opposed to the broad descriptions offered within the four phases of the *Learning Progression*.

Many teachers are also required to report students’ progress against the *Literacy Continuum K-10,* which describes the development of literacy knowledge, skills and strategies typically expected of **English speaking students** in eight areas identified as critical to literacy success. An **approximate** guide to the relationship between the *ESL scales* levels and the *Literacy Continuum K-10* clusters is also included in the following tables, taking into consideration that the pointers do not describe the process of second language learning.

Teachers should use this reference guide essentially as an entry point into their assessment of students, confirming their final decision with evidence relating to each student’s understanding and use of English.

Equity and Multicultural Education Unit, NSW DEC 2013

**Suggested alignment of *ESL scales, EAL/D Learning Progression* and the *Literacy Continuum K - 10*: Years F – 2**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **MODES/ESL SCALES LEVELS**  **ESL scales levels are shown in black**  **EAL/D Learning Progression phases are shown in red**  **\*Beginning SPL - Some Print Literacy**  **\*Beginning LLB - Limited Literacy Background**  **Literacy Continuum clusters are shown in blue** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** | **LEVEL 6** | **LEVEL 7** | **LEVEL 8** |
| **LISTENING** | Beginning  Cluster 1 | Emerging  Cluster 1 | Developing  Clusters 2-3 | Consolidating  Cluster 4 | Consolidating  Cluster 5+ |  |  |  |
| **SPEAKING** | Beginning  Cluster 1 | Emerging  Cluster 1 | Developing  Clusters 2-3 | Consolidating  Cluster 4 | Consolidating  Cluster 5+ |  |  |  |
| **READING** | Beginning SPL\*/  Emerging  Clusters 2-3 | Emerging/  Developing  Clusters 3-4 | Developing/  Consolidating  Clusters 5-6+ |  |  |  |  |  |
| **WRITING** | Beginning SPL\*/  Emerging  Clusters 2-3 | Emerging/  Developing  Clusters 3-4 | Developing/  Consolidating  Clusters 5-6+ |  |  |  |  |  |

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| **MODES/**  **LEVELS** | **LEVEL BI** | **LEVEL B2** | **LEVEL B3** | **BEGINNING SCALES**  **The beginning scales describe the initial understandings about reading and writing in English by students of any age at the start of their literacy learning.**  **The beginning strands converge with the main strands: students may progress from Level B3 to either Level 1 or Level 2.** |
| **LISTENING** |  |  |  |
| **SPEAKING** |  |  |  |
| **READING** | Beginning(LLB)  Cluster 1 | Beginning(LLB)  Clusters 1-2 | Emerging  Clusters 2-3 |
| **WRITING** | Beginning(LLB)  Cluster 1 | Beginning(LLB)  Clusters 1-2 | Emerging  Clusters 2-3 |

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